

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL I

NEW YORK, MARCH 14, 1908

No 20

Professor Aly, in the article referred to last week, comes out very strongly in defence of grammatical drill. He sees no reason why, because it has been abused by some teachers, it should be abandoned. He admits that it is difficult and he admits that it is not always sympathetic to our youth (*der lieben Jugend nicht immer sympathisch ist*), but in reply he quotes a remark of Fritz Reuter which is curiously in harmony with President Wilson's recent remarks at the meeting of the Association of Colleges and Preparatory Schools: "Allens, was slecht smekt, was en Minschen eklich is, un wovor er einen Grugel hat, das ist gesund". This is a sentence which will find an echo in the hearts of many persons who do not allow their judgment as to what is best for youth to be warped by sentiment.

In his reply to the program of the philologists of Graz, he enters into brief but telling defence of Nepos, Caesar, Cicero and Vergil. He maintains that Nepos is just the thing for the 'Quartaner'; he would not put it into the hands of a 'Tertianer'. He insists that it is not the point of view of the intelligent man that we must consider but that of the child and that Nepos's Lives fill a child's fancy, provide him with his first acquaintance with history, and present him with a genuine author who is not beyond his powers. Peculiarities of style and niceties of historical statement are fortunately not matters that offend the child. Professor Aly would add to the Nepos material of the same nature, from Justin, Cicero, Curtius Rufus and others. He would make a 'glorified' Nepos, as it were. Without discussing these views it is sufficient to refer to Mr. Bennett's appreciation of Nepos in his Teaching of Latin, and to his admission that, in spite of all, it is dull.

"Caesar is the most unfortunate text for the Gymnasium", say the people of Graz. Professor Aly harks back to Cicero's criticisms of Caesar (Brutus 262) and is willing to stand by them, urging, however, that certain episodes in the last books of the *De Bello Gallico* and others in the Civil War should by no means be omitted from the course.

For Cicero he refers to recent appreciations by Zielinski, O. E. Schmidt and Schneidewin. In fact we, on this side of the water, appreciate that Mommsen's attitude towards Cicero has passed and

that Cicero is coming to his own again as a man, as an author, and as a patriot.

Instead of all these the people of Graz would substitute a volume of selections from everywhere under the sun, and lay the stress of their teaching upon Pliny the Younger. Professor Aly waxes merry over Pliny the Younger; he damns him with the crushing characterization, "*der liebenswürdiger Biedermann, der heute gewiss nichts Höheres kennen würde, als für Zeitungen zu schreiben und von Zeitungen gepriesen zu werden*", and supports his view by quoting from literary critics.

The main object of the suggested change—to instill more life and variety into the secondary curriculum—is a worthy one, although the means are faulty. Life and variety in teaching are, as we all know, the creature of the teacher and not of the text-book, and Professor Aly is right in maintaining that to turn the curriculum of the secondary school into a newspaper selection is to rob the classical training of one of its chief functions. He feels that the course in Latin should be increased—what classical teacher does not sympathize with him?—but if we in this country are forced to get on with four years of high school what can we think of the course which Professor Aly suggests, as printed below, even when we remember that the Gymnasium carries the student two years into college. We must of course remember in reading this suggested plan that the Latin course in the German gymnasium already has eight periods a week for the first five years and seven for the last four.

PROFESSOR ALY'S PROGRAMME.

1. The Latin language has a right on historic as well as pedagogical grounds to the place which it occupies at this time in the curriculum of the humanistic Gymnasium.

2. A proper number of hours a week is necessary that the pupil may be able to use and read Latin; this requires altogether in the lower and intermediate stages eight hours a week and in the higher seven.

3. Instruction in Latin grammar serves as a basis for linguistic and logical training.

4. Translation into Latin should be retained at all stages, even in the final examinations.

5. A one year's course in Roman History is a prerequisite to profitable reading.

6. The scheme should be diversified and elastic; the teacher should have the greatest freedom in his selection, always with the limitation that the reading shall be in accord with pedagogical principles.

7. The following authors and works are recommended as affording opportunity for choice and also for alternation.

a. For VI¹ and V, a reader containing short sentences and continuous pieces, mythological and historical—also fables.

b. For IV, a *Nepos plenior*, made up of Justin, Cicero, Curtius Rufus, etc.—perhaps that of Lattmann—the pieces to be arranged in chronological order, and to be of an anecdotal character; in addition the easier fables of Phaedrus.

c. For III 2, Caesar *De Bello Gallico* I-IV and the easier and shorter selections from Ovid's *Metamorphoses* (*Delectus Sibelisianus*).

d. For III 1, Caesar V-VII, also selections from the *Civil War* (the Curio episode, the siege of Marseilles, Pharsalus); extensive selections from the *Metamorphoses*, chiefly Greek stories.

e. For II 2, Cicero *In Catil.* I and III, *De Imperio Cn. Pompei*, *Pro Archia*, *Pro Ligario*, *Phil. I*, Livy from the first decade (especially V and VII 29, VIII); Vergil I and II; selections from the elegiac poets (*Seyffert's Lesestücke*).

f. For II 1, Sallust *Bellum Catilinae*, *Bellum Iugurthinum*; Cicero *Cato Maior*, *Laelius*; Livy, from the third decade (XXI, XXII); Vergil IV, VI, selections from the second half, especially the *Nisus and Euryalus* story; also *Elegiac poets*.

g. For I 2, Cicero, a longer speech (*Pro Roscio*, *In Verrem* IV or V, *Pro Murena*, *Pro Sestio*, *Pro Plancio*, *Pro Milone*), or selections from the philosophical writings, perhaps the second of *Weisenfels* (*Somnium Scipionis*, *Tuscul. I, V, De Natura Deorum*, *De Officiis*); Tacitus *Germania* 1-27; Cicero's *Letters* (in selection, historically arranged); Horace, *Odes* I, II, *Serm.* I 6, 9; II 1, 6, *Epod.* 2, 16.

h. For I 1, Tacitus *Annal.* I, II, or *Hist.* III, IV, *Dialogus*; Cicero *Orator*, selections from *De Oratore* or *Brutus*; Horace *Odes* III, IV, *Epist.* I, the greater part, especially the shorter ones; also II 2.

HOW CAN WE REVIVE THE STUDY OF GREEK

(Concluded)

But the greatest advantage of the old classical education—narrow, if you will, but deep and vital—not broad and shallow and sinewless, with bones marrowless and blood cold—was that it gave the educated of all lands a common spiritual posses-

sion, a meeting ground of thought and feeling. It had its pedantries no doubt as science and engineering and business have—nothing so arrogant, so self-sufficient, so blind as these are at times—but the apt and familiar word, allusion, or thought that would bring response in a million minds and hearts was a word worth while; it made the whole world kin. Indeed I incline to applaud the resolution of Charles Lamb who damned posterity and wrote for antiquity, bidding for posterity to come back round. The old classical education was in the direction of reverence for what the great of old have done; and that reverence, I take it, is not the least of virtues. I am not inclined to beatify the notion that all the youth and all the maidens in all the schools in all our land should be plying the same tasks at the same hour of the same day, but I am still of opinion that a common knowledge of some of the best that *has* been said may still be reasonably expected of a considerable number of those that claim to be educated. I regret the decline of this community of spiritual possessions. The man of old, for instance, that knew his English Bible well, was in a real sense highly educated. You will tell me that the Bible is more studied than ever before. Yes, but not more read; nor familiarly known. And yet how richly stored was the mind that was familiar with its portrayals of character—so vivid, so real, so mercilessly truthful—with its charming stories, its beautiful poems, its simple parables, its magic, life-giving words of genius. So of Greek. You will tell me that Homer is more studied than ever before. Yes, but not more read; nor familiarly known. And yet the Bible of the Greeks is a very Bible, matchless in portrayal of every type of human character and every mood of the human soul; and in the elements—a book of books for boys, and better yet for men. The crescent loss of this reverent element in education is a loss irreparable. Ours is the task in the Battle of the Books to save these elders; perhaps rather in the flood of books we should save them from being shoved under. Why not bring up our boys and girls on a few books, the sanity of which no sane man dare question, rather than turn them loose to venture doubtfully among the fancies in which our clever modern scribes find fame?

Now, I am well aware that you cannot make a silk purse out of a sow's ear. No; but a silk purse out of silk. "Many are called but few are chosen"; yet the few *are* chosen. "Many bear the fennel rod, but few are real votaries"; yet there are real votaries. And this leads me to say that another ailing of Greek is that our students elect us instead of our electing them. Of the few that now take Greek, some—perhaps many—should not; of the many that do not take it, some should. A

¹ The gymnasium course covers nine years; VI is the designation of the first year, V of the second; the remaining years are known as IV, III 2, III 1, II 2, II 1, I 2, and I 1.

wiser generation and one that better understands the human mind—as far distant, perhaps as the millennial dawn, yet, like the millennial dawn, approachable always—will realize that the problem of education is to know the student as Socrates thought that the problem of conduct is “know thyself”. Then we shall have the true elective system—the system that elects the student. Education never changes; it only cultivates. The parable of the sower is as good a one for education as for religion. Indeed as we go to meet our classes we might say this: Behold, I go forth as a sower to sow. And it will come to pass, as I sow, that some will fall by the wayside, and the fowls of the air will come and devour it up. And some will fall on stony ground, where it will not have much earth; and immediately it will spring up, because it has no depth of earth: but when the sun is up, it will be scorched; and because it has no root, it will wither away. And some will fall among thorns, and the thorns will grow up and choke it, and it will yield no fruit. And other will fall on good ground and will yield fruit that will spring up and increase; and it will bring forth, some thirty, some sixty, some an hundred. The whole problem of education is to find the right soil for the right seed and then to plant the right seed in the soil. Our problem as teachers of Greek is to find the soil where Greek will grow, and to acquire and bring under cultivation as much of it as possible.

However, I have no desire to answer at length, or in any sense fully, the question propounded. I conclude summarily with a few suggestions—some hitherto mentioned, some not—as to how we can revive the study of Greek. We can revive the study of Greek by maintaining and proving that Greek is worth while in itself as one of the most perfect and precious records of the human race, “a possession forever”, a giver of life abundantly. Incidentally we may as well admit that Greek is useless, as common parlance interprets. So are “love, joy, peace, long-suffering, gentleness, goodness, faith, meekness, temperance”, poetry, art, religion and any flower or fruit of the spirit; and yet these and Greek are profitable, very. We can revive the study of Greek by finding out and choosing bright boys and girls to take it, particularly those that do notably well in their Latin; and none, I should guess, that do less than well. We can revive the study of Greek by reducing the requirements for admission to college to the old maximum standard of grammar, composition, four books of Xenophon’s *Anabasis*, three books of Homer’s *Iliad* or an equivalent amount of the *Odyssey*, geography, and Greek history; more might easily be done by bright students, but this much well done should be enough for admission to col-

lege. Less emphasis, too, should be put on sight reading, a valuable exercise if considered merely tentative, but beyond that meretricious, and, in isolated passages, no test of a boy’s or girl’s real ability. Few students, by the way, can read English at sight if by reading is meant reading, marking and inwardly digesting; and that is what we should mean by reading Greek. We can revive the study of Greek by establishing courses in our colleges in which Greek is begun on entrance and required for three or four years; and by establishing other courses in which Greek is begun after a year of preparation and required for two or three years. We can revive the study of Greek by helping to persuade the American public that the teacher is worthy of his hire and should find in his profession the prospect of moderate and refined comfort. To teach, and even to teach Greek, in the prospect of such comfort should be thought a reasonable ambition in a young American of scholarly tastes. There is great need of good teachers, especially men; and this notably in Greek, which is a virile study. The schoolmaster—a vanishing species—was a mighty man in his day; but the virile influence is sadly to seek now. Man, though somewhat cowed, is not yet wholly extinct, and he should have his reward: yes, even the man teacher. Yet, “he hath not Peru in his desires, but a competence, and ability to perform those good works to which God hath inclined him”. A wiser generation, and one that better understands the human mind, will be wise enough to understand the value of the teacher; and a generation that is wise enough to understand this will also be wise enough to understand the value of Greek. Finally, we can revive the study of Greek by waiting. “Time, which bringeth all things to pass, will bring this to pass also”. The furniture van now placarded education if packed much fuller will break down of its own weight. We shall abandon the ambition of making finished sciolists and ignoramuses of our boys and girls and shall return to the old plan of doing a few good things well. When that day, that happy day arrives, the classical education will be found to be, among others, an excellent way of doing a few good things well. Already the palinodes are sounding. Greek will come to its own.

UNION COLLEGE

JOHN IRA BENNETT

REVIEWS

Latin Hexameter Verse. By S. E. Winbolt. London: Methuen and Co. (1903.)

Mr. Winbolt’s book is, I presume, one of a class, a manual among other manuals, on the art of Latin versification for the use of students in the English public schools and colleges. It would doubtless be natural for an English reviewer to compare it with its predecessors in the same field. But, though for

many years an interested student of Latin verse, I have no acquaintance with other English writings of this kind, if such there are, and I am therefore unable to speak of the merits of this book in comparison with them. But however that may be—and perhaps Mr. Winbolt is a pioneer—I suspect that there are few text-books anywhere on any subject executed with such thoroughness of knowledge and with such almost affectionate devotion as this book. It carries one back to a time when men were able and willing to give a good part of their lives to attain a Latin style, to follow the fine and painstaking analysis of Vergilian verse which Mr. Winbolt makes. His method is detailed and leisurely, but not minute and oppressive.

The work is written ostensibly to teach others the art of writing Latin verses, and there are doubtless those in English schools and colleges who avail themselves of its instruction to that end. But for us, who have not been brought up in the tradition of verse-composition, the book is capable of performing a service quite as great and perhaps greater than that for which it was intended. We shall not ourselves in any likelihood essay Latin verses, nor shall we demand them of our pupils, but here is afforded a guide to instruction in the niceties of the Latin hexameter which many teachers will greet with enthusiasm. The treatment of the hexameter in school or college instruction has a tendency to become lifeless and formal. In the first stages of study the student is preoccupied with quantities and verse-rhythm. But beyond this, when the stage has been reached where the most ordinary difficulties of the verse have been mastered, many teachers are at a loss to know what to do next, how to suggest such study or analysis as shall induct the student into the finer shades of versification. For in the Latin hexameter that which gives variety and individuality of style and color to the verse is a touch more subtle and delicate than our English blank verse employs for the same purpose. It is therefore much easier to obliterate the art of the poet, by a reading which ignores all but the general rhythm of the line, than in English verse. To counteract such a levelling process, which results in a mechanical monotony that is torture to a sensitive ear, this work will be found very helpful. Let the teacher first master the book himself and make trial of the kinds of analysis which Mr. Winbolt uses and suggests, and then let him select some more important topics to assign to his pupils—or to some of them, for such work is not for all.

The contents of the book may be outlined meagerly by the chapter headings: I Pauses—a full chapter, perhaps too full, in which the principles of the pause are set forth, the nature of the effect of each pause, and the relative frequency of occurrence; II Caesuras; III Beginning of the Verse; IV End of the

Verse; V Elision and Related Matters; VI Metrical Convenience; VII Rhythmical Structure (phrasing); VIII Descriptive Verse. Not the least valuable part of the book are the very cleverly chosen English examples, which are given to afford material for imitating effects which the verse analysis yields. They form an interesting and suggestive anthology.

YALE UNIVERSITY

G. L. HENDRICKSON

Euripides: *Medea*, *Trojan Women*, *Electra*. Translated by Gilbert Murray. Oxford University Press, American Branch (1907).

As the translations of *The Trojan Women* and the *Electra* appeared some years ago and are already well-known, this review will be confined to the *Medea*, brought out in England last spring.

In a sense, the *Medea* may be said to furnish the first extant example of what is now a well-worn motive—the arrival of an outsider into a world of differing conventions and standards, and the results, comic or tragic, as the case may be. For the barbarian *Medea*, introduced into a Hellas highly civilized by contrast with her native Colchis, the sequel could only be disaster. "All through the voyage home . . .", says Mr. Murray, in his brief but suggestive introduction, "*Medea* was still in her element, and proved a constant help and counsellor to the Argonauts. When they reached Jason's home, where Pelias was still king, things began to be different". *Medea* thought that by causing Pelias's death she would obtain the kingdom for Jason, and secure herself in his affections, but "the real result was what it was sure to be in a civilized country. *Medea* and her husband had to flee for their lives, and Jason was debarred for ever from succeeding to the throne of Iolcos". They escaped to Corinth, where *Medea* is "no more a bountiful princess, but only an ambiguous and much criticized foreigner". Here the tragedy begins, "a study of oppression and revenge. Such a subject in the hands of a more ordinary writer would probably take the form of a triumph of oppressed virtue. But Euripides gives us nothing so sympathetic, nothing so cheap and unreal. If oppression usually made people virtuous, the problems of the world would be very different from what they are. Euripides seems at times to hate the revenge of the oppressed almost as much as the original cruelty of the oppressor; or, to put the same fact in a different light, he seems deliberately to dwell upon the twofold evil of cruelty, that it not only causes pain to the victim, but actually by means of the pain makes him a worse man, so that when his turn of triumph comes, it is no longer a triumph of justice or a thing to make men rejoice. This is a grim lesson, taught often enough by history, though seldom by the fables of the poets".

Such is Mr. Murray's conception of the meaning of the *Medea*. He is more sympathetic to Jason

than are most Euripidean scholars. It is perhaps going a little in advance of Euripides to call verse 1335 "one startling flash of light upon the real love of Jason's life, love for the ship *Argo*", translating Jason's address to his ship by "*Argo's hull, Argo, my own, my swift and beautiful*". But it is unfair to pick out a single line for criticism; the play must be read as a whole, and the substantial fidelity of Mr. Murray's interpretation of Euripides will be felt by all competent to judge, and its beauty by all who care for poetry. The chorus (627-662) on the Power of Love, Medea's farewell to her children, and the Messenger's speech may be mentioned as examples. The rendering of the famous lines 214-218 deserves special comment. After describing them in a note as a well-known *crux interpretum*, Mr. Murray translates:

Women of Corinth, I am come to show
My face, lest ye despise me. For I know
Some heads stand high and fail not, even at night
Alone—far less like this, in all men's sight:
And we, who study not our wayfarings
But feel and cry—Oh we are drifting things,
And evil!"

Perhaps this is what Euripides meant, but it seems very different from the Greek as we have it, or at least from the interpretations of most previous commentators. Note, however, that it is pretty much Milton's idea of the passage; see his Latin version, quoted *ad loc.* by Mr. Murray in his critical edition of the play.

The dramatic difficulty of the presence of the Corinthian women as hearers of all Medea's plans has been often noted. Mr. Murray refers to his note in the *Electra* on Euripides's "strong conception of the cohesiveness of women, their secretiveness, and their faithfulness to one another". While giving due weight to the mere mechanical fact that the chorus had to be present on the stage, he thinks that Euripides would not "have used this situation so often unless it had seemed to him both true to life and dramatically interesting". Mr. Murray makes an effective defence of the scene with Aegeus, often considered a mere blot. In the first place, he thinks that it was undoubtedly in the legend and therefore used by Euripides in his play; moreover, he believes that the play has for its foundation the rites performed by the Corinthians at the grave of the Children of Medea near Corinth. But, besides this, he points out (following von Arnim) that the scene serves a remarkable dramatic purpose. "Aegeus was under a curse of childlessness, and his desolate condition suggests to Medea the ultimate form of her vengeance. She will make Jason childless".

Space forbids further quotation; it can only be added that apart from the felicity of the translation the notes are most suggestive and illuminating.

BARNARD COLLEGE

G. M. HIRST

An Introduction to Latin Prose. By George W. Mitchell, Queen's University, Kingston, Ontario. Toronto: The Macmillan Co. (1906).

This first year book is of interest to Latin teachers because of its decided originality. Evidently the author does not propose to be bound by tradition.

According to the preface, the aim of the book is to present a method by which the student of Latin may be trained from the beginning to look beyond words to ideas. Grammatical forms are therefore reduced to a minimum. The first and second persons of the verb, the vocative and locative cases, together with all irregularities in declension, "may well be left till the student reads his first author". The verb, as being most necessary for the expression of ideas, is given the most important place in the grammatical scheme.

The emphasis thus laid upon ideas rather than words is striking. At the same time, it makes one wonder whether it will not be accompanied—as is so often the case—by looseness of statement and inaccuracy in detail. It does not take long to prove this surmise to be correct.

For example, the General Vocabulary, to which the pupil is referred in Lesson I for the marking of quantities, shows gross carelessness in that particular on every page.

In Lesson III, 3. (c), the statement made in regard to prepositional phrases will not hold for such sentences as "The bird in the bush was a sparrow".

In Lesson XLIII, 2, N. B., a much more frequent use of the supine is suggested than Latin practice warrants.

In Lesson LXVII, it is stated that the tense of the infinitive mood in indirect narration is the tense used in the direct narration. What if the tense in direct narration happens to be imperfect or pluperfect?

To say, as is done on page 194, that "names of towns, etc., stand in the Genitive (if singular) to express the place where" is indefensible, even on practical grounds.

Indeed, the author's anxiety to be practical leads him to some extraordinary formations; e. g. in Lesson LII, he forms the gerund from the present participle instead of adding *-ndi* to the present stem, although the latter is just as simple and a little more philological.

Again, Mr. Mitchell's method of taking up the parts of speech (other than the verb) "only as they are required for new constructions or idioms" cannot but produce dire grammatical confusion in the pupil's mind. Thus Lesson XLII treats of the superlative degree, while the comparison of adjectives comes in on page 204 as an afterthought to the rule for the ablative with comparatives on the preceding page.

In the reviewer's opinion, the English exercises are altogether too long. Much valuable time is wasted in the first year, turning English sentences into Latin.

But we are glad to stop fault-finding and to note several points which are distinctly commendable.

The development of the verb synopses throughout the book is excellent, as is also the general view of the verb on pages 246-249.

The treatment of the perfect passive participle in Lessons XLIV-XLVI is unusually clear and helpful.

The growth and order of the Latin sentence are admirably illustrated in Lesson LXXX.

Viewed as a whole, the book has the merit of sticking to essentials and will probably accomplish its main object of preparing the pupil to read Caesar. But its omission of much that must be learned some day—and never more easily than in the first year—makes it questionable whether in the long run anything will be gained in point of time, while its unsystematic treatment of grammar will be anything but beneficial to the proper mental development of the pupil.

THE ALBANY ACADEMY

JARED W. SCUDDER

CORRESPONDENCE

If I could assume that everybody who saw your editorial comment and that of Professor Stuart upon my contribution entitled *Latin vs. the Classics* has read also the article itself, I would not ask for any space in which to reclaim my character. But upon the front page of your issue of February 15 Professor Stuart begins with what seems to me essentially a garbled quotation; certainly he appears to impute to me as my proposition a suggestion which I put only to refute in the paragraphs following, a proposition which no classicist could consider as other than ridiculous, and which, in its way, as he pleasantly points out, is a familiar platitude. Evidently a rhetorical question is not a complete rhetorical success if it does not make itself apparent at once to a classically trained reader. Possibly a reader a little less eager to make a point of his own might have distinguished mine. But at any rate Professor Stuart could easily without ascribing to me any particularly uncouth idea have made out a perfectly convincing and no less entertaining demonstration that a first-rate appreciation of Greek literature requires a knowledge of the Greek language.

Frankly, it seems to me that middle-of-the-road classicists might be perhaps a thought more scrupulous in stating their opponents' positions, and thus exemplify the ethical results of their own saturation in the ideal. It is true that the 'scientists' sometimes misrepresent our—the classical—side; but that, we well know, is on account of their

lack of the humanizing influences of the Classics. We in these finer elements of civilization should be their superiors. *Noblesse oblige*. In the present case as related to Professor Stuart I seem myself to be the enemy, a role which I am conscious of filling with little grace. Were I really and simply an advocate of the 'practical', I might perhaps enjoy the exercise of more of that unimpeded vivacity with which Professor Stuart expresses his convictions.

Incidentally, since you and Professor Stuart were both doing me the honor of commenting upon what I had said, I should have been interested if one of you had chosen to say something of the proposition that the chief reasons for studying the two classical languages are in fact different, the predominant motive in the one case being linguistic, in the other, literary.

And I cannot quite think that the only argument against the general study of Greek is "the desire to fit our youth to enter the ranks of the money-makers as soon as possible". I fancy that a sequestered educational theorist might be found here and there aiming, as you suggest, at happiness rather than money-making as his object, who would nevertheless form his ideal of a normally well-proportioned life which would not involve a study of the Greek language. Moreover, I question the tactical utility of claiming everything for the classical side, with the implied expectation of having to yield something. Would it not be more convincing if we could view the matter less personally and be more truly detached idealists? Then we could assign to ourselves and the other side a due educational proportion, not as a compromise but as the ideal arrangement.

COLLEGE OF THE CITY OF NEW YORK ALLAN P. BALL

In the *iudicium capitis* to which the study of Greek is summoned there are two things which, it seems to me, should not be left unsaid.

First, there has never been any other people to whom subtle analyses of thought were by nature such a constant habit as to the ancient Greeks. Therefore one may study Latin all the days of his life, in the one respect of mental discipline he will not acquire from it exactly that which can be acquired by reading in the original even four books of the *Anabasis*.

Secondly, refinement of taste is a quality which is not wholly hereditary. Environment does have an effect on the individual and especially does the environment of the parent produce an effect upon the progeny. To be steeped in the thought of those whose refinement of taste was nigh supreme is conducive to well-being.

BARCLAY W. BRADLEY

COLLEGE OF THE CITY OF NEW YORK

The correspondence in your recent issues concerning the New York Greek Club of former years incites me to write to you concerning the Greek Club of Essex County, now in its third year. I do this in the hope that other Greek clubs may be formed in the Middle States.

Our membership consists mostly of teachers of the Classics in the various public and private schools, and of some others who have not altogether forgotten the Greek which they learned in college. The first winter we met in the house of our Secretary, Doctor James F. Riggs, but through the courtesy of the New England Society of Orange we now meet in their rooms on the second and fourth Monday of each month, at eight o'clock in the evening. The first winter we read Plato's "Republic"; last winter we read three plays of Sophocles, and this winter we shall read three plays of Euripides.

In view of the fact that very few teachers of the Classics are called upon to instruct in Greek in the preparatory schools, it seems worth while to the writer that such clubs should be formed to keep up interest in Greek. I may say that our average attendance last year was ten, and I believe that we have the nucleus of a very successful Greek Club.

For the benefit of any lovers of the Classics in our neighborhood who desire to join this club, I may say that we shall begin the *Ion* of Euripides the 23rd of March.

43 EAST 19TH ST., N. Y. CITY

W. O. WILEY

Miss Lydia M. Dane, of the Girls' High School, Brooklyn, supplies the following:

Teacher: Give me two reasons why Dido is clothed in purple.

Pupil: Well, it was the royal color, and she must have been in second mourning for Sychaeus.

An interesting new theory has been advanced by Dr. Valerios Stais of the National Museum at Athens, concerning the small gold plaques which have been found in such numbers in the shaft graves at Mycenae. It has generally been assumed that these gold ornaments were sewed on the garments of the dead. Dr. Stais, on the other hand, thinks that the dead were buried in wooden coffins, which have, of course, now totally disappeared; and that these coffins were covered with this gold. This would explain the fact that not only have a large number of small gold nails been found, with which these ornaments would be fastened to the coffin, but that in some of the plaques gold nails were still attached to the holes. According to this new theory the

gold masks and diadems were similarly placed on the coffin. In connection with this idea it is interesting to compare the sarcophagi recently acquired by the Berlin Museum, on which the face of the deceased is represented as a mask which is frequently gilded.—New York Evening Post.

THE CLASSICAL WEEKLY

is published by The Classical Association of the Middle States and Maryland. It is issued weekly, on Saturdays, from October to May inclusive, except in weeks in which there is a legal or school holiday, at Teachers College (120th Street, West of Amsterdam Avenue), New York City.

All persons within the territory of the Association who are interested in the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to THE CLASSICAL WEEKLY) are two dollars.

To persons outside the territory of the Association the subscription price of THE CLASSICAL WEEKLY is one dollar per year.

THE CLASSICAL WEEKLY is conducted by the following board of editors:

Editor-in-Chief

GONZALEZ LODGE, Teachers College, New York

Associate Editors

CHARLES KNAPP, Barnard College

ERNST RIESS, Boys' High School, Brooklyn

MITCHELL CARROLL, The Georgetown Washington University

Business Manager

GONZALEZ LODGE, Teachers College, New York

Communications, articles, reviews, queries, etc., should be sent to the editor-in-chief. Inquiries concerning subscriptions and advertising should be sent to the business manager.

ROEHR PUBLISHING CO., PRINTERS

35 MYRTLE AVE., BROOKLYN

Telephone, 2500 Prospect

..THE BROOKLYN VALET..

MAIN OFFICE

334 FLATBUSH AVENUE

CLEANS, PRESSES AND REPAIRS CLOTHES

442 Bedford Ave. 1239 Bedford Ave. 773 Flatbush Ave.
109 Montague Street.

TELEPHONE - - - - - 3616 MADISON

Rollins TAILOR

HOFFMAN HOUSE
BLOCK

1109 BROADWAY
NEW YORK

TEL. 3316 STUYVESANT

NEW YORK
PARIS
LEIPZIG

H. JAECKEL & SONS

Furriers and Importers



37 UNION SQUARE WEST

BET. 16TH AND 17TH ST.

COLD STORAGE PLANT

NEW YORK

Essential Latin Lessons, \$1.00

By A. W. Roberts of the Brookline Mass. High School and Prof. John D. Rolfe of the University of Penn.

The experience of a college professor and practical high school man unites in a successful endeavor to solve the many perplexing problems of first year Latin. Correlation of the study of English and Latin Grammar, the frequent review lessons, presentation of the verb by tense stems, the practical working vocabulary are distinctive features.

CHARLES SCRIBNER'S SONS, 153-157 Fifth Avenue, NEW YORK

The Gildersleeve-Lodge Latin Series

Among the notable books of this remarkable series are:

INTRODUCTORY LATIN. By F. P. Moulton, of the High School, Hartford, Conn.	\$1.00
BEGINNING LATIN. By J. E. Barss, Latin Master, Hotchkiss School, Lakeville, Conn.	1.00
WRITING LATIN. By J. E. Barss. Book 1	.50
Book 2	.75
CAESAR'S GALLIC WAR. By H. F. Towle and Paul R. Jenks. Books I-IV	1.00
Complete Edition	1.25
EXERCISE BOOKS ON CAESAR'S GALLIC WAR. By A. I. Dotey. Books II, III and IV, 20c each. Book I	.25
CICERO'S SIX ORATIONS. By R. W. Tunstall, Classical Master, Tome Institute, Md.	1.00
JUVENAL. By H. L. Wilson, Johns Hopkins University	1.25
LIVY, BOOKS I, XXI and XXII. By E. B. Lease, College of the City of New York	1.25
SELECTIONS FROM THE ELEGIAC POETS. By J. B. Carter, Director American School of Classical Studies, Rome	1.25
GILDERSLEEVE'S LATIN GRAMMAR. By B. L. Gildersleeve, Johns Hopkins University, and Gonzalez Lodge, Columbia University	1.20
A DAY IN ANCIENT ROME. By Edgar S. Shumway, Manual Training High School, Brooklyn	.75

D. C. HEATH & COMPANY

BOSTON

NEW YORK

CHICAGO

A Vest-Pocket Memory-Test Latin Word-List

All the words used in Caesar and in Cicero's orations over 15 times (1288) grouped according to frequency of occurrence, together with all the words not previously included used over 5 times in Caesar (400), Sallust (90), Nepos (20), so arranged that the English meanings, which are on separate pages not visible at the same time, may be brought line for line into visible parallel columns by means of a simple folding device, (patented) by George H. Browne, A. M., The Browne and Nichols School, Cambridge, Mass.

Bound durably in full leather for the pocket. List price, 75 cents.

Boston New York GINN & COMPANY Chicago London

THE FIRST YEAR OF LATIN

By Walter B. Gunnison and Walter S. Harley

Prepares the pupil directly for the reading of Caesar

CAESAR'S GALLIC WAR

By Walter B. Gunnison and Walter S. Harley

Contains all the text, grammar and composition for second year work

For full information, address

SILVER, BURDETT & COMPANY
New York Boston Chicago

THE ELEMENTS OF GREEK

A First Book with Grammar, Exercises and Vocabularies.

By FRANCIS KINGSLEY BALL

Instructor in Greek and German in the Phillips-Exeter Academy.
12mo. Cloth. XVI + 283 pages. \$1.00 net.

The principles of Greek grammar are here presented in a brief form with a due regard to the difficulties which meet both students and teachers.

THE MACMILLAN COMPANY, 64-66 Fifth Ave., New York City

First Year Latin

Do you want your first year's work to prepare your students to read Caesar? If so, write us for a description of our beginner's book, *Bellum Helveticum* by Messrs. Jones and Jenks. It is used by more first year students in Greater New York than is any other one book.

SCOTT, FORESMAN & CO.
378 Wabash Avenue Chicago

LANE & MORGAN'S

SCHOOL LATIN GRAMMAR

\$1.00

Introduces pupils to the leading principles of Latin word formation and inflection, and gives them a good working knowledge of the most important principles of the syntax of classical prose and verse.

AMERICAN BOOK COMPANY

100 Washington Square

New York City

Siegel Cooper Co.

The Best Known and Most Popular
Retail Store in the United States

If you have any doubt of the accuracy of that claim it proves that you are not in the habit of coming here.

We urge you to make our acquaintance. When you do, you'll find out the reasons that have made this store FIRST in popularity and volume of business. They are reasons that affect you directly and economically, and you will be glad you came.

Siegel, Cooper & Co., Bankers, have a location in this store.

They offer conveniences for holders of small accounts not usually found in other banks.

On time deposits they pay four per cent. interest.

They pay two per cent. interest on accounts subject to check.

They are the largest distributors of "Home Safes" for the encouragement of economy in expenditure and the aggregation of small amounts.

Teachers' checks cashed. Accounts with teachers are solicited.

Hours 9 a.m. to 5.30 p.m.

Sixth Avenue, 18th to 19th Streets
NEW YORK CITY